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ABSTRACT
        This bibliography contains lengthy annotations of 29
sources which address the issues of prewriting; revision; the
emotions involved in the writing process; different methods of
writing instruction; and the relationships among reading, writing,
and reasoning. Also included are a glossary of terms, a summary of
the issues raised by the works cited, conclusions, and
recommendations for the language arts curriculum. The works in this
annotated bibliography are of concern to the elementary and secondary
teacher of language arts and date from 1983 through 1986. Works cited
include journal articles, documents in the ERIC database, and
monographs. (RS)

AN ANNOTATED BIBLIOGRAPHY OF LITERATURE SHOWING THE IMPORTANCE OF THE PROCESS OF WRITING IN THE LANGUAGE ARTS CURRICULUM

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Submitted in partial fulfillment of the requirements
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Indiana University at South Bend
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STATEMENT OF THE PROBLEM

Methods of teaching the writing process are extremely important in the establishment of literacy in today's society.

PURPOSE OF THE STUDY

Reading and writing are both composing; they are functional tools for learning. For both of these subjects, getting back to basics means going back to real reading and writing. Students need encouragement in real life language use, not isolated incidents to accommodate curriculum. Communication through reading and writing must be recognized by today's educators as an important social event which leads to literacy. Teachers must change from a product oriented to a process oriented society. (Harste, Pierce, and Cairney, 1985)

For this to be achieved, there must be some changes in curriculum. Teachers must learn to issue invitations, not merely give assignments. Modifications of curriculum to allow students to take risks are recommended. Allowances must be made giving time for uninterrupted reading and writing to be increased. Students must learn to put thoughts on paper, shuffle, and reorganize. They must also be exposed to a diversity of writing activities and writers. (Harste, Pierce, and Cairney, 1985)

Many students are stifled by the "red ink" approach. Most students have a negative attitude toward writing because their papers are "bleeding" when they are returned. Educators should follow the advice of several researchers on the subject, and "make literature live by bringing in authors, showing drafts, and the process by which authors write." (Graves, 1983, p.76) The mechanics and grammar must be secondary if not a "hidden" element at the onset. The entire process of thoughts from initial idea to finished product must be presented to and enacted by students for maximum growth.

"Punctuation, capitalization and other 'rules' of grammar are peculiar and essentially meaningless to anyone who cannot already do what is being explained." (Smith, F. 1985,p.558) Smith further stated it is "only through reading that writers learn all the intangibles that they know." (Smith, F. 1985, p. 558)

Reading and writing are the framework around which to organize curriculum. Exploration through a combination of reading and writing activities is the key to a successful language arts curriculum. In conclusion, writing is documentation of the present to preserve for the future. The reading and writing process is filled with opportunities. Natural language events are more meaningful. Students must learn how to communicate through language use since it is the vehicle through which growth and change occur. There is an interplay between reading and writing; a trans-actional process or reformulation of ideas occurs. Therefore, new discoveries and insights are developed through the process of writing. (Harste, Pierce, and Cairney, 1985)

Finally, "writing contributes to personal development and makes a special contribution to the way people think." (Axelrod, and Cooper, 1985, p.2) It is not a mystery but rather a "complex process...which contains elements of mystery and surprise," (Axelrod and Cooper, 1985, p.3) and "taps the virtually unceasing stream of our inner speech." (Moffet, 1981, p.14)

ORGANIZATION

Three major areas concerning the elementary and secondary teacher of language arts will be addressed in this paper. The first section, writing processes, will attempt to establish the importance of pre-writing in teaching writing, analyze different types of revision and how they may best be used in the classroom, and discuss the emotions involved in the writing process and their influence on the final product.

The second section, writing instruction, will review through available research the different methods which are existent for use in teaching writing and their importance in the overall process. Important factors in implementing change are also relevant.

The third section discusses the relationships among writing, reading and reasoning and offers suggestions for the best use of all three in an attempt to bring about a more literate society.

The organization and make-up of this study does not provide for opinions related to the research. The information has been reported strictly according to its notable contribution to the study as a whole. Therefore, a separate section of related opinion articles relevant to the study has been included to enhance the report.

LIMITATIONS

An abundance of research related to the value of the study was available, however, due to time limitations, restrictions were placed on the review of same. As this is being written, so too is research being printed that would add to the study. A continuation of this study could only prove to expand the premise upon which it is founded.

<u>inappropriate writing behavior</u> -- i.e. "I would stop after I had written part of my paper and copy neatly." (Petrosko 1984:23)

<u>internal validity</u> -- "requiring that the data come from an authentic setting" (Myers 1983:6)

<u>invented spelling</u> -- when "children spell according to their own perceptions of sound/ symbol relationships" (Wilucki 1984:8)

<u>knowledge-telling</u> -- "model of the process of writing to include: generating content, then writing, then producing a good copy " (Steinbach 1984:5)

<u>linguistic task framework resources</u> -- "the set of constraints on what and how something is read or written" Bloome 1984:1)

<u>mapping</u> -- " a prewriting technique which assists writers in generating, relating and shaping ideas" (Ruddell and Boyle 1984:4)

<u>meaning oriented</u> -- "the strategy of retelling the story [with] purposeful deletions of difficult words" (Kroll 1985:135)

<u>mechanics/skills oriented program</u> -- "referred to teacher's and children's expressed emphasis on legibility, letter formation, grammar, spelling and vocabulary when asked to consider the construction of written language" (Wilucki 1984:8)

<u>metacognitive awareness</u> -- "knowledge of one's own cognition" (Gordon and Braun 1986: 292)

<u>metacognitive control</u> -- "conscious knowing how"... "extends beyond awareness to the deliberate and conscious control of cognitive actions" (Gordon and Braun 1986:292)

<u>novice approach</u> -- "using writing as an occasion to tell what one knows" (Steinbach 1984:4)

<u>negative action emotions</u> -- "afraid, angry, anxious, disgusted, and frustrated." (Brand and Powell 1986:281)

<u>negative emotions</u> -- "ashamed, bored, confused, depressed, lonely, and shy." (Brand and Powell 1986:281)

<u>positive emotions</u> -- "adventurous, relieved, satisfied, and surprised" (Brand and Powell 1986:181)

<u>prewriting</u> -- anything which helps to prepare the writer for the act of writing; that which "occurs after the individual has been stimulated to write but before writing begins in any formal or fluent manner" (Lambert 1985:315)

<u>reading and writing resources</u> -- "physical resources such as pencils, pens, paper, books, and erasers: (Bloome 1984:1)

<u>reflective approach</u> -- "understanding the act of writing as a tool for thinking, and of the interactive nature of writing and planning" (Steinbach 1984:5)

reflective approaches -- expert approaches to writing (Steinbach 1984:4)

relationship between student writer and teacher respondent -- "student as performer for grades and teacher the sole audience" (Dunn 1984:9)

response to student writing -- "teacher as sole initiator, audience and evaluator"... which "potentially stymies and distorts the role of student writer" (Dunn 1984:22)

response to the student -- shows the teacher who "motivates students to write, provides support and technical assistance, and acts as proxy for the student's intended audience when necessary" (Dunn 1984:24)

story grammar -- "sets of rules that define the underlying structure of most narratives" (Gordon and Braun 1986:293)

teacher as coach -- "assumes that students are motivated to write and most often as a one-to-one situation" (Dunn 1984:18)

teacher as model -- "doing as the most important part of art" (Dunn 1984:19)

teacher as motivator -- "motivating activities were geared to the entire class"...and were spoken "out loud" (Dunn 1984:18)

word oriented -- a tendency to "copy parts of the original text without change or to replace items on a word-for-word basis" (Kroll 1985:132)

writing for the classroom -- "the subject matter about which students write is largely teacher-determined, tightly framed, and almost exclusively expository" (Dunn 1984: 22)

writing for the real world -- "the student as author exercises considerably more authority to determine the subject matter of his/her writing and can identify a variety of audiences or a range of significant others to whom he/she intends to write for various purposes." (Dunn 1984: 24-25)

WRITING PROCESSES

IS PRE-WRITING IMPORTANT TO THE PROCESS?

Lambert, Judy C. "Class Discussion and One-to-One Interaction: Their Effect on the Decisions of Fourth Graders to Write," Journal of Educational Research, 78(5):315-318, May/June, 1985.

A study involving 355 students was conducted to determine the effect of class discussion as a pre-writing activity on boys and girls in fourth grade. Group A received the writing stimulus of listening to a story and were then directed in a class discussion. Group B was given the same writing stimulus with one-to-one interaction. Group C received the same stimulus as A and B and were sent directly to a writing center without any pre-writing activity. The results of the one-to-one interaction were null and may be due to the lack of one-to-one discussion in the normal elementary classroom, making it new and different, thus the students were unable to relate without prior experience. According to this study, engaging girls in the prewriting activity of class discussion had a negative effect on their willingness to write. Lambert warned that teachers should be cautious in "routinely engaging elementary girls in class discussion if a major goal is to encourage writing." (p.317) The same effect was not noted where the boys were concerned. Also, findings indicated little interest in writing by fourth graders when given a choice of reading, writing, or drawing.

Moore, Michael T. "The Relationship Between the Originality of Essays and
    Variables in the Problem-Discovery Process: A Study of Creative and
    Noncreative Middle School Students," Research in the Teaching of English,
    19(1):84-95, February, 1985.

Middle school students from a suburban-rural area of middle to upper-middle
class backgrounds participated in a study to analyze the approach a student uses
in solving writing problems and its relationship to creativity in the individual.
Eight (8) students identified as creative were pared with eight (8) low-creative
students and for control purposes all participants had an IQ above 125. A table
full of a diversity of objects was placed in front of each student and the student
was instructed to use the objects, as many or as few as desired, to create a piece
of writing he or she felt pleased about having written. No time limit was given,
and a tape recorded interview was held after each student completed the assignment.
Students were encouraged to feel and rearrange the objects to their liking. Charts
and tables were kept showing the number of objects touched, the uniqueness of objects,
the objects chosen and placed, and the prewriting time, as well as the total time
to complete the assignment. The final products were rated by two (2) panels for
creativity. One group consisted of middle school language arts teachers, while the
second group included teachers of other disciplines. Each sample was typed and
grammatically corrected before being rated. The study indicated that although the
creative students scored consistently higher, the difference was not significant
enough to conclude the originality or creativity of the students. The data indicated
that the way a student approaches the task or the prewriting exercise does relate to
the presence of originality in the written product. The more creative products were
produced by the students who spent more time formulating ideas and touching more objects
than their non-creative counterparts which could be due to a deeper understanding of
the objects and their relationship. It was speculated that perhaps less creative
students could be taught to write more original products if taught to analyze and
synthesize their feelings and life experiences in relation to objects.

Smith, E. Conducting a Follow-up Study of Students in Writing Courses, (ERIC
    Document Reproduction Services No. ED 247 596:17) 1984.

A study was conducted involving eleven students ranging from freshman to senior
level with majors in several fields. Each student selected had taken an intermediate
or advanced course in expository writing between 1980 and 1982. Those selected were
willing participants for no personal gain. An interview and spontaneous writing
session was used to evaluate each subject as a method of determining long term effect-
iveness of writing instruction. Several students mentioned continued use of free-
writing, brainstorming and outlining as techniques used to begin writing assignments.
Only three (3) students felt that responses from another person in class were import-
ant tools in revising their work. Self-help tactics found successful were reading
aloud and handwriting or even printing a second draft. The results of the writing
course on long term writing were "more structured writing habits, better self-discipline,
increased curiosity about writing and its capability for self-development and an enhanced
appreciation of audience awareness." (p.6) Suggested improvements for the course were
more explicit instructions on "how to write an essay" if only to lessen the anxiety
of approach. More group explanation of how to critique each other's work was also
stated as an improvement for future courses.

DOES REVISION MAKE A DIFFERENCE IN THE FINAL PRODUCT?

Kroll, Barry M. "Rewriting a Complex Story for a Young Reader: The Development of Audience Adapted Writing Skills," Research in the Teaching of English, 19(2): 120-139, May 1985.

Kroll stated that "children are not always as successful at communicating in writing as they are when speaking, even after they have achieved a measure of fluency in writing." (P.121) There are problems in developing written messages for a particular audience's needs. Kroll felt studies in each of the following should be considered: 1) a classification of audiences addressed in school writing, 2) students' efforts to transfer information to younger readers, and 3) altering written messages for two or more audiences. Most school writing is addressed to the teacher which reduces the student's chances of becoming accustomed to adapting his/her writing to a variety of audiences. Participants in the study were in grades 5,7,9, and 11 from a small city in central Iowa and college freshman from Iowa State University. Students'. abilities were in the "normal range of school achievement for their abilities." (p.125) A total of 141 students were involved in the study. The researcher used a six minute nonverbal cartoon of a story with a moral which he had written and typed up himself. The material was purposely written on a level too difficult for third graders to understand. The assignment involved asking students to re-write the story so that good third grade readers could understand it. Results indicated that the majority of 5th and 7th graders used a word-oriented approach to the assignment while 90% of the 9th graders used a meaning-oriented approach. All students reduced the complexity of the story which indicated an overall sensitivity to the needs of the younger reader. The stories were written with less complexity for each increase in grade level. Therefore, "younger students tended to be somewhat 'word-oriented' in their rewriting, whereas older students tended to be more 'meaning-oriented'." (p.137) The shift from word orientation to meaning orientation occurred between 7th and 9th grade.

Dalton, David W. and Hannafin, Michael J. "The Effects of Word Processing on Written Composition," Journal of Educational Research, 80(6):338-342, July/ August 1987.

Writing compositions of eighty (80) seventh-grade students from four (4) remedial language arts classes were examined holistically for a period of one year. The treatment group used computers three times per week to do writing assignments. The chosen students were placed in the class according to below average scores on the Comprehensive Test of Basic Skills (CTBS) and by teacher recommendation. The other group used the writing method of using paper and pencil. Students from both groups were taught pre-writing activities and revision. A final writing sample the last month of school consisted of a one to two page expository essay on a given topic. Papers were evaluated by three (3) experts who judged them according to "structure and organization, correct usage of the parts of speech, punctuation, capitalization and spelling." (p.339) All essays were handwritten and scored independently by subtracting points from a perfect score of 100. Results showed the use of computers to be of significant aid for low level students while there was no significant difference for able-learners. Problems with the study occurred due to the students minimum typing ability and some stated they wrote better using computers due to hassle-free writing. The results suggested that "word processing offer-significant potential for the development of writing skills," (p.341) in low ability students.

Kurth, Ruth J. and Stromberg, Linda J. Using Word Processing in Composition Instruction, paper presented at the annual meeting of the American Reading Forum (5th, Sarasota, FL, December 8-10, 1984) ERIC Document Reproduction Services No. ED 251 850:16) 1984.

A study to determine the effects of the use of word processors on compostiion instruction was conducted using eighteen (18) subjects who were referred for remedial instruction in writing and reading in 5th, 6th, or 7th grade. Test scores on the Metropolitan Achievement Test indicated a reading level of at least 3.6 with the highest score being 6.2 and a median score of 4.7. The eighteen students were divided into two groups, one of which used word processors in the study while the other used the traditional pen-in-hand method. Each group was given thirty-six (36) hours of composition instruction by an experienced English teacher with an emphasis on prewriting, draft writing, revision and editing. Revision efforts were concentrated on overall revising as opposed to simple spelling, punctuation and word changes. Each of the groups completed and submitted for analysis twelve (12) of the sixteen (16) assignments given. The results were overwhelming in favor of the word processing group. Although this group lost writing instruction time due to keyboarding and programming instruction, they still produced longer compositions with a more enthusiastic approach to group revisions than the opposing group. "The appearance of the work on the screen seemed to help focus student attention on the writing task at hand." (p.9) Group revision was required of both groups, however the word processing group met more formally and for longer periods of time than did the other group. Students in the computer group anxiously awaited their turns to present their drafts on a large screen monitor, and the idea of printing copies so easily for each group member was an added motivational tool. Conclusively, "word processing programs can be used to enhance the teaching of written composition." (p.11)

Bording, McLaughlin, and Williams. "Effects of Free Time on Grammar Skills of
    Adolescent Handicapped Students," Journal of Educational Research. 77(5):
    312-318, May/June 1984.

        A study was proposed to decide: 1) whether or not a free time contingency
could increase the writing and grammar skills of mildly handicapped students from
ages twelve (12) to sixteen (16), 2) to determine if such changes would have a
bearing on standardized test scores, and 3) if the evaluations from other teachers
on the students' work would improve. The participants IQ's ranged from 54 to 100
with grade equivalents from 2.4 to 6.3 in reading and 2.6 to 5.7 for spelling.
The study was done in a junior high self-contained special education classroom
with a certified teacher, a part-time teacher's aide and student aides. The exper-
iment lasted from twenty-two (22) to thirty-five (35) days per group. The students
were instructed to write at least ten (10) lines on any subject of their choice during
their language arts period for the baseline period. During the free time contingency
period, for each writing improvement from the previous day, the students were given
points which could be translated as three (3) minutes of free time for each point
given. A pretest and posttest were given to measure improvements made up partially
from the Brigance Errors Diagnostic Test of Basic Skills. Capitalization errors
were calculated by "dividing the number of letters appropriately capitalized by
the number of letters which should have been capitalized, plus the number of letters
which were incorrectly capitalized." (p.313) Punctuation errors were calculated
similarly by taking "the number of appropriately used punctuation marks divided
by the number of appropriate marks necessary, plus the number of incorrectly used
punctuation marks." (p. 313) Three special education teachers rated a total of
fifty (50) papers using six (6) questions on a ten (10) point scale. The questions
covered skills in capitalization, punctuation, subject-verb presence, overall skills
in grammar, cursive writing and quality, with number one being poor and ten being excel-
lent. Immediate increases resulted with the introduction of free time during the
creative writing process. Capitalization increased from fifty-one (51) per cent to
seventy-eight (78) per cent, punctuation from forty-three (43) to seventy-three (73) per cent,
and "eight of nine students' performance for both capitalization and punctuation
became more stable during free time condition." (p.314) The questionnaire ratings
showed the most significant increases in capitalization and punctuation, and the least
increase for subject-verb presence. "The results of this study indicated that
grammar skills could be substantially improved through the combined use of teacher
instruction and contingent free time." (p.314) In conclusion, "teaching grammar
skills through creative writing is an effective way of teaching these skills, rather
than teaching them in isolation and hoping the skills would transfer to creative
writing." (p.318)

Cronnell, Bruce. "Language Influences in the English Writing of Third-and-Sixth-
   Grade Mexican-American Students, Journal of Educational Research, 78(3):168-173,
   Jan/Feb 1985.

Writing samples used in the study came from only one low-income inner-city
school which was predominantly Mexican-American. The students came from four third
grade classes and four sixth grade classes for a total of seventy-eight (78) third-
graders and ninety-two (92) sixth-graders. The compilation of errors excluded
capitalization and punctuation and included spelling errors in the proper names of
television programs. The third grade samples averaged 85.3 words per paper with
918 errors identified for an average of 11.8 errors per student. The sixth-graders
averaged 100.7 words per paper, and 677 total errors for an average of 7.4 errors per
participant. The errors were divided into seven (7) categories: "Spanish spellings,
pronunciation-consonants, pronunciation-vowels, verbs, nouns, syntax (excluding
verbs and nouns) and vocabulary." (p.169-170) The third-graders made more spelling,
pronunciation and verb errors while the sixth graders made more syntax and vocabulary
errors. No reasons were given for these differences in errors. There were differ-
ences in the writing assignment. The third grade writing assignment "elicited many
past-tense forms, whereas the sixth grade letter probably did not; thus it is not
surprising that fifteen (15) per cent of the third-grade errors were omission of -ed,
whereas only fifteen (15) per cent of sixth-grade errors were of this type." (p.170)
Although more research is needed, due to limitations of the study, it was concluded
that a "significant portion of the writing errors made by these third and sixth-grade
Mexican-American children can be attributed to language influences from Spanish,
interlanguage, and/or Chicano English." (p.172) Future studies should include compar-
isons, controlled writing samples, and an analyzed "study of correct usage as well as
errors." (p.173)

Hilgers, Thomas L.   "How Children Change as Critical Evaluators of Writing: Four
    Three-Year Case Studies,"   Research in the Teaching of English, 20(1):36-55,
    February 1986.

Four students were observed from second through fourth grade as they evaluated
the writing of their peers or their own writing in an effort to determine evaluation
standards in children. Audio tapes, observation notes, teacher observations, self-
reports on the children's attitudes toward writing and the students' standardized
reading achievement scores were collected and used in the study. The students were
instructed in the areas of getting ideas (planning) and writing a draft as well as
"making a draft better" (revising) and "preparing a piece of writing for publication."
(p.39) The teacher used modeling for planning and drafting, invented spelling while
drafting, and cross-outs and arrows for revising. Children's papers were not graded.
The teacher continually used "good" for encouragement. This worked for awhile, but
in the spring, she began to publicly praise good points in each child's writing to
help them progress. The following observations were determined from the case study:
a) The students used the power of association in their evaluation by scoring writing
about subjects they liked higher than those they disliked. b) The more often a
student found material in a piece of writing to his liking, the more likely he was
to evaluate the writing more positively. c) The students were unable to change from
one audience to another without prompting from the teacher. d) Until a certain
error or skill was actually used by the students, they were unable to use those types
of errors or skills in evaluating others. e) Children began to use more variety
in skills before they were able to speak about it among themselves, or communicate
it orally to the teacher. f) The children tended to change their evaluations as
they aged. In conclusion, teachers must not overlook the evaluation process while
teaching writing. Revision does not always have to occur after evaluation. Often,
a decision to leave a piece of writing "as is" was an appropriate jesture. Evaluative
criteria must be used in both planning and revising. The study yielded "helpful
information on cognitive development, problem solving, and writing." (p.54)

HOW DO EMOTIONS AND REASONS FOR WRITING AFFECT THE FINAL PRODUCT?

Bayless, Bell, and Tuck. "Analysis of Sex Stereotyping in Characters Created by
     Young Authors," Journal of Educational Research, 78(4):248-252, March/April
     1985.

Eighty-four (84) manuscripts from the 1983 Young Author's Conference
sponsored by the International Reading Association of Southwest Missouri
State University were studied. Ten character traits were used to determine
the stereotyping or non-stereotyping included in each young author's piece.
The traits were divided into two (2) categories. The traditional male character-
istics of "initiative, assertiveness, independence, curiosity, strength, courage
competence, decisiveness, persistence, intelligence, and being deserving of and
receiving public recognition," (p.249) were reduced to: heroic, brave, assertive,
competent and independent. The gentle and more submissive female roles which
included gentleness, compassion, sensitivity, emotionality, nurturance, dependence,
passivity, weakness, fearfulness, and pride in personal appearance, were reduced
to nurturing, dependent, sensitive, expressive of emotions and interested in
appearance, for a total of ten characteristics to be charted and studied. The results
showed that both sexes had a tendency to stereotype characters of their own sexes,
although only fifty (50) per cent of the characters were stereotyped. One surprising
finding showed that "74% of the male characters exhibited assertive and persistent
behavior, while only 23% of the female characters exhibited these same characteristics."
(p.250) The study also revealed that "52% of the female characters exhibited sensitive
and loving behavior,"...and "22% of the male characters exhibited these same
characteristics." (p.250)

Brand, Alice G. and Powell, Jack L. "Emotions and the Writing Process: A Description
     of Apprentice Writers," Journal of Educational Research, 79(5):280-285,May/June
     1986.

The BESW was used to evaluate the emotions involved in writing. The data were
expected to identify emotions that occur before, during, and after writing since
emotions play a central role in the writing process. The study's main purpose was
to compare the emotions of the required writing and self-initiated writing of skilled
and unskilled writers. The BESW S-form was used to measure feelings before, during,
and after writing. The BESW T-form was used to measure general feelings about writing.
The emotions measured were grouped according to a 1969 study by Davitz into positive,
negative passive, and negative active categories. Eighty-seven (87) subjects were used
for the test from four undergraduate English classes at the University of Missouri-
St. Louis. The ages ranged from 18-65 with a median of 22. A total of fifty-two (52)
females and thirty-five (35) males participated. The findings indicated that positive
emotions increased significantly as negative passive feelings weakened during writing.
Skilled writers experienced more positive emotional change and less negative passive
feelings during writing than their unskilled counterparts. All students experienced
more negative active feelings when asked to write on their own than when given a
required writing assignment.

Petrosko, J.M. and Others. Relationships Among Writing Ability, Grade Level, Writing Apprehension and Knowledge of Composing as a Process in Secondary Students, paper presented at the annual American Educational Research Assoc., New Orleans, ERIC Document Reproduction Service No. ED 249 523:28, April, 1984.

A study of 496 urban secondary school students in grades 6-12 was conducted in the spring of 1982 to examine relationships among several variables related to the writing process. An extensive questionnaire was used to determine students' ability to understand appropriate and inappropriate writing behavior. Further examination revealed a distinctive difference between students who were apprehensive about writing and those who were less apprehensive about the act of writing. It was determined that low ability students showed more apprehension than high ability students. Also, a student's knowledge of inappropriate writing behavior was a significant predictor of writing ability. An appendix was included to show the questions asked of each of the 496 students.

Hudson, Sally A. "Context and Children's Writing," Research in the Teaching of English, 20(3):294-313, Oct. 1986.

According to Hudson, other researchers have studied the differences in children's writing at school and at home. Her study paralled these studies in an effort to discuss the interaction of the actual act of writing and the situation surrounding this act. She defined context as "an interaction between writer and situation." (p.299) Twenty children from grades 1-5 were selected after much detailed elimination to insure that two (2) girls and two (2) boys from each grade with unique qualities involving extensive writing activities both at home and school were present. Sixty hours of observation and taping were compiled for the study. The major areas discussed were: ownership, setting, audience, purpose, and genre. Three common situations were discussed: self-sponsored writing at home and in the community, self-sponsored writing in school, and assigned writing in school. Interesting findings included while most writing was done in school, girls presented more self-sponsored writing than the boys. Approximately 66% of all products dis-cussed were written in school, and 33% were written at home or in the community. Children found a larger number of reasons to write on their own than when directed to do so by a teacher. Also, the number of reasons for writing at home "decreases from grades 1-3, and increases in tandem with the number given for self-sponsored writing at school." (p.305-306) Overall, children were able to give more reasons for self-sponsored writing at home than at school. Also, older children were able to give more contextual categories for writing than younger children especially in self-sponsored writing in both settings.

WRITING INSTRUCTION

IS METHOD IMPORTANT IN THE OVERALL PROCESS?

Dunn, S. The Teacher as Respondent to the High School Writer, ERIC Document
     Reproduction Service No. ED 251 858:32, Nov. 1984.

     A case study was made of a creative writing teacher in one high school to
study the method of presentation and motivation in the writing process in the
classroom. Data were presented from : "(1) field notes of classroom participant
observation; (2) journals kept by the teacher containing his thoughts on the
teaching of writing; (3) samples of naturally occurring student writing in the
creative writing class; and (4) dialogue journals in which six student volunteers
wrote with a researcher about their perceptions of the creative writing class." (p.1)
The issue of teacher/student relationship in regard to teacher's response to the
students' writing was of paramount importance in the study. The study focused
on perspectives about writing and its instruction and on the interpretations of
students about what happens in their classes. The teacher observed was described
as a coach, motivator and model rather than a teacher dedicated to responding only
to the students' writing. He used "framing activities" to introduce topics and
show the process of relationship among them as opposed to merely assigning a topic.
His students were adept at "writing for the real world" instead of "writing for the
classroom." The teacher's main purpose was to "create a space within which writing
could happen, and coach by offering rhetorical strategies and encouraging responses
to student efforts." (p.25)

Myers, M. <u>The Variables in Lesson Design</u>, paper presented at the annual meeting of the California Association of Teachers of English, Los Angeles, ERIC Document Reproduction Service No. ED 251 828:18, Feb. 1983.

A study of writing assignments in fourteen (14) English classes of five (5) inner city schools revealed how "teacher practices, classroom conditions and student differences influenced the design of writing lessons" (p.1) in each classroom. Teachers dealt with classroom situations in as many different ways as there are students. In other words, although some methods may not be considered best, they are necessary due to classroom situations and therefore "may be the best way to learn to write in classrooms." (p.5) In the study, internal validity was the location (inner-city schools), and the external validity the sampling procedure (minority student population of 90% or more). Also, 15% of the students from four out of five schools came from homes where another language was spoken. The six criteria used to select the fourteen local classrooms with fourteen different teachers were as follows: (1) Students were enrolled from the inner city of the district; (2) Each contained some instruction in writing; (3) Grade levels 9,10, 11, and 12 were chosen; (4) Courses were geared for the needs of students, i.e.: "remedial and bilingual versus general and advanced;" (p. 7) (5) Electives courses were used in some schools; others were regular English classes; (6) Teachers with a diversity of approach and experience were included. Four recognizable teacher roles were determined to exist: (1) teacher as writing instructor (2) teacher as instructor of general language use including reading and writing, offering and collecting assignments, reacting to student writing, and planning classroom routines (3) teacher as manager of student attendance patterns, interruptions, discipline problems, resources for teaching and (4) teacher as adviser and implementer of policies. The writing time averaged sixteen minutes and consumed one-third of total class time. Seventy-one per cent (71%) of the sophomores and thirty-nine per cent (39%) of the seniors were evaluated to be below the district's minimum standard for graduation. Several reasons were listed for this incompetence. The students with the lowest scores needed fluency, the students with papers in the middle needed an audience focus, the students with papers near the top needed to pay more attention to organizational form. There were five (5) kinds of assignments frequently given. Assignments were based on reading assignments, ideas, skill assignments, rhetorical assignments with either an audience emphasis or specific form, or a combination of all four. All fourteen (14) classes showed significantly more frequent skill assignments, however, idea assignments consumed the majority of class time. Skill assignments were frequently given to provide the teacher with time for management problems such as discipline, attendance or interruptions from counselors and principals. They also required a minimum of direction and support instruction. Skill assignments also tended to parallel the district curriculum objectives and were easier to report than "development in fluency, audience awareness, or organizational skills." (p.14) More study is needed to determine the best way to teach writing.

Nurss, Joanne and Hough, Ruth A. "Young Children's Oral Language: Effects of Task," Journal of Educational Research, 78(5):280-285, May/June 1985.

A total of forty-eight (48) students in grades K-3 (12 from each grade level) were asked to participate in different developmental tasks in language structure, vocabulary, and story conventions. The group consisted of twenty-five (25) girls and twenty-three (23) boys, thirty of whom were black and eighteen of whom were white. Each student told an original story, told a story to a wordless picture book, responded orally to a single picture with implied action, followed and gave directions to make a product, and wrote or dictated a story about a single picture with implied action. The purpose of the study was to identify developmental trends. The results were transcribed and coded for each of the five categories. Language maturity was significantly greater in students for grades 1-3 than K, however, no differences were found among these three grade levels. The study implicated a need for teachers to match task to desired result. For example: using single pictures are successful in increasing greater vocabulary, however, they are not useful for teaching the concept of a story or more complex narrative structure. The study also showed that teachers should guide students in story telling by modeling and frequently asking what should come next. Reading a variety of types of books was pointed out as a key in providing development of language, and in the children's growth in written language also.

Steinbach, R. <u>Teaching Independent Reflective Processes in Writing: A Follow-Up Study</u>, paper presented at the annual meeting of the American Educational Research Association, New Orleans, ERIC Document Reproduction Service No. ED 249 522:11, April 1984.

A follow-up study of an instructional intervention experiment aimed at teaching reflective planning skills in writing was conducted with sixteen (16) experimental and thirteen (13) control students. The study consisted of interviews involving questions and procedures that required: 1) advice each participant would give an aspiring young writer, 2) an account of what they do when they write, 3) an exercise in sorting and discussing eighteen planning phrases associated with expert and novice approaches to writing. Interviews lasted from 45-90 minutes and were intended to show the metacognitive understanding of the writing process. One analysis discussed the kinds of advice students would give their peers and their own accounts of how they write. Another analysis showed how students identified expert and novice planning strategies. A third dealt with specific justifications of their choices. The basic model was to generate relevant content, write, and then produce a final copy. The study showed that some students actually viewed writing as planning as opposed to something done prior to turning in a finished paper. They also revealed that the act of writing helped them to get their ideas out, then to figure out what they really intended to say before revising. They believed that writing was a tool for thinking which is revealed as the reflective approach to writing. Questions related to each student's personal account of writing were divided into five (5) categories which were: topic generation, content generation, translating, reprocessing and rhetorical considerations. Each question was scored on a scale of 1-4 with one being a straightforward knowledge-telling view, and four being a relatively complex view of the writing process. Individually, the subjects who made a 50% or higher number of statements receiving a 3 or 4 showed a substantial difference in proportion to their total number of statements. Thirty-three per cent (33%) of experimental subjects (5 out of 15) versus seven per cent (7%) of control subjects (1 out of 13) scored 50% or better. Conclusively, the follow-up study "grew out of extensive research on cognitive processes in composition planning and of ways to influence them." (p.8) The findings also showed that 7th graders from both groups indicated two principles: 1) information is important for essay writing, and 2) that planning is a good thing. The experimental group came closer to viewing writing as reflective instead of a knowledge-telling process. Attempts to obtain actual writing assignments from the group studied yielded only six (6) from each group, so no conclusions were drawn.

Wilucki, Belinda McCully. The Impact of Teacher's Orientation to Literacy on
   Children's Developing Concepts of Written Language in Kindergarten, ERIC
   Document Reproduction Service No. ED 247 601:99, 1984.

The study's purpose was to observe two different instructional environments
in "literacy learning at the kindergarten level and the patterns of literacy
learning displayed by children within them." (p.4) One of the many objectives
included a description of the written language conceptions of kindergarten aged
children. The observer used videotapes, interviews, classroom observations,
and criteria for evaluation in writing in the study. The information was
divided into groups according to data taken or observed from teachers and students.
Eighteen kindergarten children were observed on videotape during normal classroom
settings. In the mechanics/skills group, the teacher directed each activity while
the communication/whole-language group remained a cooperative effort by all persons
in the classroom. Often the activities in the cooperative effort group were changed
to accommodate the interests of the children. The amount of time spent on reading
and writing in the whole-language group was longer and yielded constant writing
whether with a teacher or in groups without specific supervision. They also often
chose their own topics which never occurred in the mechanics/skills group. Students
in the mechanics/skills group spent most of their time listening to the teacher
discuss letter shapes and sounds and other content direction. The final results
showed these children could "write graphically conventional letters and words." (p.76)
The process for the communication/whole-language group was altogether different in
that they were encouraged to develop meaning or the "sharing of a message" while the
mechanics/skills group "appeared to restrict the range of writing processes used
by the students." (p.39) Conclusively, the major difference in the two groups
was the attitude and procedures followed by the teachers. The results showed the
communication/whole-language group wrote longer pieces more often and with greater
understood meaning than the mechanics/skills group.

HOW SHOULD CHANGES BE IMPLEMENTED?

Owens, Deborah Swanson, "Identifying Natural Sources of Resistance: A Case Study of Implementing Writing Across the Curriculum," Research in the Teaching of English, 20(1):69-96, Feb. 1986.

Two high school teachers worked with the researcher in changing the curriculum to include more writing activities which would encourage "careful thought and learning on the part of the students." (p.69) Owens concurred with a 1984 report by J. Marshall that problems arise when teachers implement new curriculum ideas with reluctance. Both researchers agreed that in implementing new ideas, "the time they [the teachers] allot, the audience they designate, the extent to which they structure assignments, the emphasis they place on final versus working drafts- are powerful determiners of the value writing has as a mode of learning." (p.70) The need for successful implementation of new curriculum ideas prompted the research for this study. The two teachers who volunteered for the study were from an urban middle·class community with an approximate population of 55,000. The school enrollment was 2100 and had recently integrated both the teaching staff and student body of a local school which was forced to close. The study lasted five (5) months and the researcher met weekly with each teacher for approximately forty (40) minutes to discuss goals, assignments, class activities, and follow-up evaluations of the class assignments and activities. The researcher also visited each class on various occasions for a total of eighteen classroom visits. The two teachers held different philosophies in regard to curriculum. Naomi felt a need to become friends with the students while providing structure to their lives. She regarded writing as "a way to learn as well as a method for holding students' attention and organizing their thoughts." (p.81) As a result, she tended to give assignments which her students were more likely to complete rather than providing a challenge. Naomi's classes were low in ability and her main goal was to teach writing skills for survival rather than for thinking processes. Jack wanted his high ability college bound students to internalize information. He used free-write exercises as a stimulus to spark interest prior to reading literary pieces rather than an aide in writing formal essays following the study of literature. He used writing "to test the students' understanding, not to develop it." (p.86) Writing to "develop higher thinking skills" was nonexistent in Naomi's class while it remained the crucial task of Jack's. However, both teachers failed at implementing a new curriculum as originally intended although both agreed to continue to incorporate a small amount of writing to their curriculum. Naomi felt the need for more structure in writing and never quite reached the goal of the "free-write" methods. Jack failed because of his personal need to only attempt writing assignments which were right or appropriate for his own reasons and conditions rather than on the basis of research which showed pre-writing activities to be of benefit in writing.

Perrin, R. <u>Writing in the Elementary Classroom</u>, paper presented at the Indiana Teachers of Writing Conference, Indianapolis, ERIC Document Reproduction Service NO. ED 251 854:17, September 1984.

A survey of twenty-six (26) teachers from a suburban school near Terre Haute, IN, examined the types of writing assignments teachers assign to teach writing in their classrooms. The following seven statements were surmised as a result of the survey:

1. Elementary classroom writing concentrated heavily on creative writing and responses to literature with almost no expository writing reported.

2. Writing most often was incorporated only in the language arts and social studies programs and no other discipline.

3. Teachers were aware of their students' needs, however they tended to teach what they were taught instead of adapting the curriculum to the student.

4. Few teachers placed any emphasis or importance on grammar and mechanics.

5. Teachers tended to focus on what college professors thought to be significant rather than what working teachers found to be useful.

6. Teachers felt that journals and professional literature needed to contain more useful material.

7. Teachers were reluctant to share ideas, and few attended conferences where they missed excellent opportunities to become open-minded and invigorated with new ideas for their areas of expertise.

WRITING, READING, AND REASONING

HOW ARE THEY RELATED?

Applebee, Arthur N.   "Writing and Reasoning,"   Review of Educational Research,
     54(4):577-596, Winter 1984.

Applebee examined many different researchers' reports in the area of
writing from process to critical thinking. His discoveries were varied. He
admitted in the beginning that research on the topic of thinking and reasoning
and writing was scarce, however, he detailed information gained from a few.
He maintained that in order for writing to exude thinking, it must contain an
element of permanence, explicitness, organized thought and exploration of ideas.
Traditionally writing processes have been treated as rhetorical problems such
as "relating a predetermined message to an audience that must be persuaded to
accept the author's point of view." (p.577) Secondly, "the process of writing
will in some inevitable way lead to a better understanding of the topic under
consideration." (p.577) Applebee's article addressed the following areas of
research considered relevant to writing and reasoning: a) the general assump-
tion that "writing [led] to general changes in reasoning ability," b) writing
promoted greater understanding, and c) writing activities in American schools
tried to bring about an understanding of subject matter. Applebee interpreted
a researcher named Flower's work on writing with the following three main ideas.
1) Writing involved a number of subprocesses as opposed to a series of pre-deter-
mined events. 2) Writers used processes in writing differently. 3) The vari-
ances were due to the requirements of the writer's task. In short, "the process
studies revealed that "writing is a learning process that we might expect to be
related to learning." (p.583) Another researcher, Langer, suggested that the
writer's knowledge of the topic played an important role in the outcome. Her
research was with 10th grade students' knowledge of subject matter in social
studies concepts prior to testing them on the related topics. Overall, students
whose strong point was organization scored higher on topics which required
comparison and contrast on relevant issues, while those whose strong point did
not include organization skills scored higher on topics requiring supporting
evidence to prove a thesis. Applebee described Langer's study as one of the .
first to examine the relationship between writing and understanding. Still
another study revealed notetaking to be an excellent way of gaining knowledge
using an 845 word passage with high school students. One group only read the
material, one only underlined major ideas, and another only took notes. The note-
taking group scored better on the final test, but it was inconclusive as to whether
or not these results were actually due to the amount of time necessary in taking
notes or the act of writing it down which made the difference. Applebee concluded
that "we cannot be sure that further attention to writing skills will contribute to
the education of a more rational, more thoughtful group of high school graduates."
(p.591) He also asserted that although most of the research does lean in the
direction of aiding these concerns, further and much more extensive research is
needed before changes will occur.

Bloome, David. <u>Gaining Access to and Control of Reading and Writing Resources:
    K-8 Final Report</u>, ERIC Document Reproduction Service No. ED 251 830:235,
    October 1984.

    Bloome's research examined the reading and writing resources and the
linguistic task framework resources of children in grades K-8. The following
findings were reported: 1) The location of physical resources became the
responsibility of the student, however, the framework for writing continued
to remain the teacher's responsibility with the use of curriculum materials.
2) Text reproduction, short answers and cataloging fell under the linguistic
task framework and were determined by the teacher. 3) The distribution and
availability of resources for reading and writing were influenced by classroom
management, school district policies and economic philosophies. 4) Female
students in the middle grades brought more supplies to school than male students.
5) The major source of books was family and friends. The study found that as
students grew older, they tended to provide their own reading and writing mater-
ials while teachers still controlled the purpose and realm of classroom activities.

Gordon, Christine J. and Braun, Carl. "Mental Processes in Reading and Writing: A Critical Look at Self-Reports as Supportive Data," Journal of Educational Research, 79(5):292-301, May/June 1986.

The study compared the interrelationships of reading and writing for fifty-four fifth grade students (27 in each of two classes) from a middle school in Calgary, Alberta. The sessions were spaced over a five week period and lasted one hour in duration for a total of fifteen hours of instruction and observation. The experimental group was given emphasis on heightening awareness of text structure with the teacher as model. A strong emphasis was also placed on monologing and self-questioning to demonstrate flow in planning and decision-making in the composition process. The control group received instruction in poetry writing with focus on structure and types of poetry. General instructional methods for both groups included the same aspects of learning: modeling (monologing and self-questioning), group writing, discussion, and independent composing. The teacher/investigator taught half the sessions for both groups, and a graduate assistant taught alternate sessions to offset teacher effects on the study. A combination of self-reporting data along with an holistically scored composition served as evaluation tools for the study. In conclusion, self reports showed "that elements of story structure and/or instructional techniques such as self-questioning were used in the reading and recall processes of the experimental group." (p.297) Much similiarity was noted in thinking processes and strategies in both groups. Evidences of differences in recall and retrieval were present in the two groups, although few differences were evident in strategies during reading. Only a few students appeared to transfer knowledge for use from writing to reading, but most of them did transfer knowledge from reading to writing. Planning, translating and revising strategies were determined by a series of questions. Story grammar was used as an organizational framework for the stories of twelve (12) students in the experimental group. Also, some students in the experimental group indicated control over the writing process through the use of some of the techniques utilized during story grammar instruction. The control group's responses fell into five (5) basic categories, but none of their comments revealed knowledge or use of story elements even though some revealed thinking processes similar to those of the experimental group. The control group referred most often to mechanical skills and word usage. There was also evidence that more of the experimental students were using the knowledge of story elements during the writing process than during the reading and recall process, and more experimental students than control students claimed awareness and use of story grammar elements during planning and writing. The self-report data confirmed the following: 1) Both groups benefited from the instructional methodology. 2) All students in the experimental group benefited from the treatment in the same way. Some came away with further knowledge of story structure in the context of writing, but did not acquire conscious control. Similar types of strategies are evident in reading and writing, but these strategies are not used proportionately. 4) Previously learned strategies were viewed as relevant or beneficial as rules "for narrative discourse in the process of comprehension and recall as well as in the composing process." (p.299)

Ruddell, R. and Boyle, O. A Study of the Effects of Cognitive Mapping on Reading
    Comprehension and Written Protocols, Technical Report #7, ERIC Document Re-
    production Service No. ED 252 811: 32 , April 1984.

According to the study "researchers suggest the necessity for readers to
organize, integrate, and chunk information into experimental and associational
patterns 'n order to comprehend information in texts." (p.2) Various techniques
have been developed to help students to organize and integrate information in
an effort to report the information in the form of writing. Mapping asks readers
to "graphically arrange ideas and becomes a blueprint for compositions."(p.6) It is
a prewriting exercise students used in developing and polishing ideas. Fifty-one
(51)undergraduate students volunteered to participate in the study spring quarter
of 1982 at the University of California, Berkeley. The three (3) groups were
identified as group IA, IB, and group 2. Groups IA and IB received three (3)
hours of instruction on mapping in conjunction with the rest of the course which
included SQ3R and writing strategies dealing with cohesion and revision. The
control group, group 2, received the same instruction without any mapping instruction.
Every effort was given to assure that all students were treated equally. Students
were introduce¹ to the mapping process by being told to generate as many words
or phrases as possible on a certain topic. Then, they were told to organize their
words or phrases into categories. Lastly, they were asked to place their main
idea in the center of the page and add secondary and tertiary ideas in the approp-
riate places. Students in groups IA and IB were given ten (10) minutes for mapping
before a twenty (20) minute writing period, while students in the control group
were given ten (10) minutes for any organizational technique of their choice, and
twenty (20) minutes to write. Essays were scored holistically "by twenty-five (25)
teachers who were attending the University of California, Berkeley Summer Teacher's
Program of the Bay Area Writing Project; pre and post-test essays were read together."
(p. 12) Results proclaimed that students who mapped scored significantly higher
holistically than students who did not. Students who mapped also showed significant
growth when pretest and posttests were compared. Also, students who developed
maps wrote more cohesive transitions than did students who did not. It was hypoth-
esized that this technique enabled students to organize and synthesize the ideas
presented to them and helped them "to concentrate on the interrelationships between
and among ideas in their essays." (p.24) Additionally, students who mapped wrote
longer essays with more details than those who did not. The hypothesis was that
the "maps reduced memory demand, allowing them to generate and integrate more
ideas and details from the given articles." (p.24) Overall, "mapping assisted
students in the more difficult tasks of orchestrating the information and ideas
in two of the three patterns used." (p.25)

Smith, Frank. "Reading Like a Writer," Language Arts, 60:558-569, May 1983.

When Smith first explored the details behind teaching writing, he concluded that to do so was theoretically impossible. He found that some teachers felt that writing was simply a matter of handwriting and a few spelling and punctuation rules. Others felt it was a myth that only happened through diligent attention to instruction and practice. Some concluded that writing "requires an enormous fund of specialized knowledge which cannot be acquired from lectures, textbooks, drill, trial and error, or even from the exercise of writing itself." (p.558) The remainder of his article showed that writing demands more specialized knowledge than most people realize. He also argued that this knowledge can be acquired from a particular kind of reading, and then illustrated how this reading happens when children are experienced at "reading like a writer." (p.562) His final message showed teachers how to engage children in "purposeful written language enterprise as often as they can and protect then from the destructive effects of meaningless activities which cannot otherwise be avoided." (p.566) Smith pointed out that "emphasis on the elimination of mistakes results in the elimination of writing." (p.567)

Harste, Pierce, Cairney. The Authoring Cycle, Portsmouth, NH: Heineman Educational Books, 1985.

The Authoring Cycle presented a solid and well organized series of activities and explanations for teaching the process of writing, and developing writing skills while improving overall communication skills. The curricular frame of the authoring cycle began with life experiences from which students drew from a variety of subjects. Students were free to choose according to their interests. In groups of two to four, students shared their writing and ideas in an atmosphere of togetherness. Students learned to read better, write better, and reason better. Time was allotted for self-editing and group discussions to enhance content as well as producing gram-matically correct work. Publishing was the most important part of the program with emphasis on the fact that publishing may simply be reading in front of the class or placing on the bulletin board the completed product. Students began to understand the need for literacy and the cycle was extended into their everyday lives. Teachers gained new perspectives on literacy and the teaching of literacy from the series.

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SUMMARY

The process of writing has been under the close scrutiny of researchers and teachers alike for over a decade. The question of how best to teach writing is discussed more often than any other topic which can be determined by a review of related journals.

Pre-writing activities have been proven to bring about greater results in the quality of the finished product as opposed to simply making a writing assignment without explanation or direction. Several types of pre-writing exercises have been proven effective. Lambert found that class discussion as a pre-writing activity for fourth graders was an effective tool for stimulating boys to write. On the other hand, she cautioned against continual use of class discussion for fourth grade girls. Her research showed it had an adverse effect on girls in this age group. Smith discovered that his students continued to use freewriting, brainstorming and outlining as pre-writing assignments for several years after having used such techniques in the classroom. Moore's research supported the importance of both Lambert's and Smith's work by concurring that students who spent more time touching objects, analyzing and synthesizing showed greater originality in their writing.

Another key process in writing was that of revision. Kroll's work emphasized the importance of maturity in revision. While all students remained sensitive to the needs of the reader in writing for a specific audience, younger writers tended to copy on a word-for-word basis without replacing items. Older writers were able to re-tell a story using purposeful deletion of difficult words.

Revision remains perhaps the most difficult part of the process of writing to teach simply because students do not prefer to spend the time that it takes to do so. Modern man has presented the word processor to make this step easier.

The use of computers in writing class as pointed out in Dalton's study, is a significant aid for the low-level student. Kurth discovered that the use of word processors in the writing program produced longer drafts and more group discussion concerning revision than those students who use the traditional pen-in-hand method of writing.

Most students continue to think of revision as simply correcting grammar. Bording discussed teaching grammar through creative writing. His research showed this to be an effective way of teaching these skills in a junior high handicapped classroom rather than as an isolated assignment.

Mention must be made of the diversity of errors possible in the English language. Teachers of ethnic groups must become aware of the special problems involved in revision for such students. Cronnell noticed a significant number of errors in writing for the Mexican-American children studied and attributed this "to language influences from Spanish, interlanguage and Chicano English." (p.172)

As a final note in the area of revision, group evaluation was shown to be an important part of the process of writing in the work of Hilgers. Students were able to pick out the mistakes in other student's work much more easily than they were their own.

The overall final product was found to be affected by numerous environmental factors. Brand established that emotions play a very important role in writing. Students who were labeled as skilled, experienced more positive emotional change and less negative passive feelings during writing than their unskilled counterparts. Bayless, et al, discovered that although sex stereotyping still exists in student writing, more study is needed to determine why girls still write in the traditional feminine roles, and boys in the masculine in view of women's liberation over the past several decades.

Another factor in the development of the final product was the writing students' knowledge of appropriate and inappropriate writing behavior as a significant predictor of ability. Petrosko's research indicated an overwhelming relationship between the knowledge of appropriate writing behavior, (i.e. knowing when to revise, draft, outline) and the final product. According to Hudson, self-sponsored writing, which should help in the nurturing of a literate society, generally occurred at home simple because teachers continued to give specific assignments at school leaving no time for such activities.

Dunn's work revealed that teachers must allow students to write for the real world and real situations as opposed to writing strictly for the classroom. Although teaching styles are important, according to Myers, more research is necessary in order to determine which methods best benefit the teaching of writing. Nurss disagreed with Myers and found modeling to be an excellent way of teaching writing. Her study proved that such techniques were successful in teaching story structure in grades K-3, and showed that reading a variety of books, both orally and silently, was a key in the growth of written language.

While Steinbach did agree with Myers that more study is needed, he asserted that teaching planning skills is one of the most important parts of the writing process. For teachers of kindergarten, Wilucki conceded that children in a whole/language group wrote longer pieces with greater understanding than children in mechanics/skills groups. Therefore, emphasis on the construction of text, yields greater results than simple letter formation and shape concentration.

As previously stated, changes must be made in curriculum to bring about a more literate society. Communication is an important social event which leads to literacy. Careful consideration of teachers' attitudes must be made in order

to bring about these changes. Simply throwing a change into the curriculum,
or requiring such changes to be made will not be to the benefit of either party
involved. Teachers' perspectives must be taken into account if successful
implementation is to be made as found in Owens' study. Perrin stated that
elementary teachers should become aware of their students needs, and writing
should be incorporated in all curriculum areas. Writing across the curriculum
must be implemented in both elementary and secondary classes for the best growth
potential of all students.

How then are writing, reading and reasoning related? How can these changes
be expected to bring about greater literacy? Gordon's work best summarized the
answers to these questions by showing that mental processes in reading and
writing are heightened by awareness of text structure and teacher modeling with
a strong emphasis on self-questioning in the development of thinking skills.
Students have a tendency to choose their own reading and writing resources
on the advice of family and friends as they mature, which was noted by Bloome.
He also found that teachers remained in control of the purpose and realm of reading
and writing topics in classroom activities. Ruddell experimented with mapping and
found it aided students in crganizing and synthesizing ideas prior to writing a
paper. This practice enabled them to concentrate their efforts on the inter-
relationships of ideas in their essays and caused them to produce longer and more
detailed essays. Ruddell emphasized all areas of process writing with stress on
reading and revision.

Applebee's study cautioned that more research is needed before a determination
can be made concerning writing and understanding or reasoning. Students who followed
the pre-writing, drafting, and revision routine had no problems in producing well-
writen papers, but the differences in those students who were not exposed to these

elements were not substantial enough to be conclusive. Better controls and
more research must follow.

CONCLUSIONS

WRITING PROCESSES:

1. Caution should be exercised in using class discussion as a stimulus
    in the fourth grade classroom for girls. It was, however, most effect-
    ive for boys of the same age group.

2. Students who spent more time in analyzing and planning produced greater
    results.

3. Specific instructions on how to critique the work of peers and how to
    specifically write an essay proved helpful if only to lessen anxiety.

4. Younger students lacked the maturity necessary to change or re-write
    stories eliminating difficult words.

5. Computers aided low ability students in developing writing skills.

6. Computers enhanced the writing program and helped produce longer drafts
    and more class discussion concerning revision.

7. Grammar skills taught through creative writing showed greater transfer
    of skills than those taught as an isolated exercise.

8. Errors in grammar by Mexican-American students can be attributed to
    language influences.

9. Use of pre-writing, invented spelling techniques, peer group evaluation
    and revision showed excellent results as methods for teaching writing.

10. Sex-stereotyping of characters still existed although children had not
    been encouraged to produce either masculine or feminine characters.

11. Negative emotions can be alleviated by teaching methods and the implementation of more writing assignments.

12. The knowledge of appropriate writing behavior showed marked improvement in the final product of some students.

13. Students who spend more time in self-sponsored writing, whether at home or in the classroom, produced better writing material than those who did not.

WRITING INSTRUCTION:

1. Writing was encouraged by using positive comments on students' papers.

2. Teachers often used skill work strictly for management purposes.

3. Reading a variety of books to students increased maximum growth potential.

4. Planning skills were the most important process of writing when viewed as a thinking process.

5. Kindergarten children exposed to a whole-language program showed greater communication development than those in the mechanics/skills group.

6. Pre-writing activities should be viewed as a planning tool.

7. Teachers reluctantly attended conferences which purported changes in curriculum, and teachers were cautious in any curriculum change.

READING, WRITING, AND REASONING

1. Notetaking was an excellent source of gaining knowledge for recall.

2. Organization skills and the ability to support facts with evidence were good ideas for writing.

3. Curriculum for both reading and writing may be adjusted to incorporate interest levels of all students for improved motivation and increased productivity.

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4. Modeling yielded excellent results in the thinking, reading and writing processes.

5. Mapping techniques enhanced organization and synthesization of ideas.

RECOMMENDATIONS

Based upon the research selected for this study and its significance to the language arts curriculum, the following recommendations are made:

WRITING PROCESSES:

1. Pre-writing exercises such as class discussion, mapping, outlining, and analyzing to aid students in preparation for writing are recommended.

2. Instruct students on how to critique the work of their peers.

3. Give specific instructions on how to write an essay to lessen anxiety.

4. Give assignments according to maturity and ability.

5. Use computers to aid low ability students in development of writing skills.

6. Use computers for all ability students to lessen time in revision.

7. Teach grammar skills through creative writing as opposed to isolated exercises.

8. Take language barriers into consideration for ethnic students.

9. Teach pre-writing skills, invented spelling techniques and peer group evaluation for greater results.

10. Encourage students to be versatile in the use of characters in an effort to discourage sex-stereotyping.

11. Alleviate negative emotions by giving more writing assignments, and through modeling.

12. Teach appropriate and inappropriate writing behavior.

13. Encourage self-sponsored writing at home and in the classroom.

WRITING INSTRUCTION:

1. Use positive comments on students' papers to encourage writing.

2. The use of skill work for teacher management is often necessary, but should not be the only source or activity in teaching the writing process.

3. Read a variety of books to students to show different ways of writing.

4. View planning skills as a thinking process in instruction.

5. Use the whole-language approach where applicable.

6. View pre-writing in instruction as a planning tool.

7. Attend conferences to become familiar with changes in curriculum with an open mind.

WRITING, READING, AND REASONING:

1. Use notetaking whenever possible for knowledge retention.

2. Organization skills,and supporting facts with evidence develop thinking skills.

3. Incorporate the interests of all students into the writing curriculum for greater motivation and increased productivity.

4. Modeling of the writing process will enhance reading, writing, and thinking.

5. Use mapping techniques for organization and synthesization of ideas.

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STUDENT QUALIFICATIONS

NAME: Julie C. Hook

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EDUCATIONAL BACKGROUND:

                               -Graduate of Mars Hill Baptist College
                                in Mars Hill, North Carolina (1973)

                               -Completed a 3 hour course in Teaching reading
                                at The Citadel (1976)

                               - 9 hours of graduate education courses at East
                                 Tennessee State University (1978-79)

                               - IUSB graduate school program from 1985 to present

EMPLOYMENT EXPERIENCE:

                               - English Teacher 1972-1974
                                 East Duplin High School (1½ years)
                                 Beulaville, NC 28518

                               - English Teacher
                                 Charleston Co. Schools (1975-1978 (2 years)
                                 Charleston, SC 29403

                               - English Teacher
                                 South Bend Community School Corporation (1984-present)
                                 South Bend, IN   (4 years)

                               - From 1978 to 1983, I worked as a secretary, teacher's
                                 aide, and real estate broker because of the unavail-
                                 ability of English openings in the Johnson City, TN
                                 area.

REASON FOR UNDERTAKING THIS STUDY:

                               Having taught English for several years, I am well
                               aware of the inability of many students to adequately
                               communicate especially in the area of writing. I have
                               had the pleasure of becoming involved in workshops
                               provided by the SBCSC to follow the Bay Area Writing
                               Project, a nationally known project for the improvement
                               of communication through process writing. I have made
                               some changes in my own curriculum and decided upon this
                               topic to satisfy my own personal need to find research
                               to support my changes.